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ABSTRACT

This paper is one of a series of vocational papers reporting results of individualized continuing education (ICE) programs for school administrators and school climate improvement programs. It summarizes the practices of some 45 school districts throughout the nation that have actually been operating individualized continuing education programs. Each district is involved in developing its administrator renewal program by focusing on school improvement through improved leadership behavior of school administrators. The essential questions discussed here are those concerning a definition of individualized continuing education, the basic ingredients of such a school district program, processes to be utilized by a school district in organizing and sustaining such a program, and the means by which an individual school administrator might organize his self renewal program. The guidebook is for superintendents, principals, key teachers, professors, coordinators, area superintendents, assistant principals, assistant superintendents, and others interested in self and school improvement processes. It is also designed for school administrators responsible for developing inservice education programs for school district leadership personnel. Although the word "school" is used throughout, the concepts and practices described are equally applicable for educators associated with school district level operating divisions. (Author)

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INDIVIDUALIZING ADMINISTRATOR CONTINUING EDUCATION

EDWARD BRAINARD

EA 006 009

FALL 1973

A CFK Ltd. OCCASIONAL PAPER

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ABOUT THE AUTHOR

Dr. Edward Brainard is President of CFK Ltd. and a former school administrator.

ABOUT CFK LTD.

Founded by Charles F. Kettering II in 1967, CFK Ltd. is a Denver-based philanthropic foundation dedicated to improving administrative leadership and the learning climate of elementary and secondary schools.

Because the foundation exists to be of service to public education, all CFK Ltd. programs are determined and developed by educators. CFK Ltd. has appointed sixty-three public school and university educators throughout the nation as Associates. They assist in developing the foundation's character, policies, and programs, and most direct CFK Ltd. related programs within their school systems. CFK Ltd. programs pertain to assisting school systems in --

--Developing individualized continuing education programs for their school administrators.
--Developing learning programs for principals and other administrators so that they might serve as climate leaders within their schools and school systems.
--Using the results of the above endeavors on a non-grant basis.

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INTRODUCTION

INDIVIDUALIZING ADMINISTRATOR CONTINUING EDUCATION

HOW TO USE THIS OCCASIONAL PAPER: DESIGN AND PURPOSE

The essential questions which this Occasional Paper discusses are:

**What is an individualized continuing education program for school administrators?

**What are the basic ingredients of a school district's individualized continuing education program?

**What processes might a school district use to organize and sustain such a program?

**How might an individual school administrator organize his self-renewal program?

This resource guidebook is for superintendents, principals, key teachers, professors, coordinators, area superintendents, assistant principals, assistant superintendents, and others interested in self and school improvement processes. It is also designed for school administrators responsible for developing in-service education programs for school district leadership personnel.

If the reader will be providing leadership for a school district's individualized continuing education program, it is suggested he study Parts I, II, and III. If participation in a school district's individualized continuing education program is considered, study Parts I and III. If only an awareness of how such programs typically operate is wanted, read Part I.

While the word "school" is used throughout, the concepts and practices described are equally applicable for educators associated with school district level operating divisions, such as the superintendency, instruction and curriculum development, maintenance and custodial services, personnel, finance and accounting, research and development, and transportation.

(This is one of a series of CFK Ltd. Occasional Papers reporting results on individualized continuing education (ICE) programs for school administrators and school climate improvement programs. Many of the papers in this series are referred to throughout by author name only. The complete list appears in Appendix C.)

BACKGROUND AND FOCUS OF ICE AND PASCL PROGRAMS

This paper is not merely the figment of the author's imagination. It summarizes the practices of some forty-five school districts throughout the nation which have actually been operating individualized continuing education programs in association with CFK Ltd.

Each district is involved in developing its administrator renewal program by focusing on school improvement through improved leadership behavior of school administrators. However, the larger focus is toward advancing society through improving schools and their climates. Two vehicles for these endeavors are:

--Individualized Continuing Education (ICE), which pertains to school district organized processes of individualized inservice education for school administrators.

--The Principal as the School's Climate Leader (PASCL), which pertains to only one means of using ICE processes. The PASCL focus is on advancing the quality of school climate through improved administrator leadership.

ICE and PASCL are processes administrators can use to directly link their inservice education and professional growth to planned school improvement projects. ICE and PASCL help administrators employ new knowledge about education and, to fulfill, on-the-job, their most important responsibility, which is to continuously provide leadership for the development of a better school.

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PART I

INDIVIDUALIZING ADMINISTRATOR CONTINUING EDUCATION: A SUMMARY

DISTINCTIVE CHARACTERISTICS OF ICE PROGRAMS

School district developed Individualized Continuing Education (ICE) programs for school administrators typically possess these distinctive traits.[1]

--ICE programs occur on the job, not in isolated academic settings.

--An ICE program is a process school districts use to provide administrators with efficient and economical life long learning opportunities.

--The educational experiences are systematic and goal oriented rather than being composed of incidental and unrelated learning experiences.

--Each participating administrator determines his own individualized growth program. Yet, in such endeavors, one usually associates with other administrators involved in similar activities. Using collegial teams, the personalized programs are cooperative within the school district.

--Provisions are made whereby administrators learn from each other and consultants in seminar type settings. Thus, while the educational experiences are highly individualized, many are pursued in a social context.

--By associating individualized continuing education programs with actual school improvement projects, the results are in the form of a better school and improved leadership abilities of the administrator.

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[1]Partially adapted from Hansen, Kenneth A., Individualized Continuing Education for Secondary School Principals: A Modest Model. Englewood, Colorado: A CFK Ltd. Occasional Paper, May, 1969.

--The learning experiences are job oriented and require the kind of personal involvement that makes a difference in the way the individual functions in his position.

DESIGN OF ICE PROGRAMS

In a rapidly changing educational scene, today's school administrator frequently is forced to abandon old responsibilities and assume new ones. Often, what were yesterday's top priorities are suddenly replaced by others more relevant to constantly shifting educational demands. In order to manage school improvements, administrators face the continuous need for acquiring new abilities.

To perpetuate effective leadership a school district must provide a program whereby each of its administrators has an opportunity to participate in an individualized and continuous program of self-renewal.

Since the latter 1960's, some forty-five school districts throughout the nation have operated continuous education programs for their school administrators. Each program uses the concepts of individualized education. The administrators within each school system not only develop the district's program, but each involved educational leader also organized his personalized program of inservice education. An unique and vital feature of these programs is that in most instances an administrator's growth program is directly associated with actual school improvement projects which he organizes.

In 1968, eleven school systems, in association with CFK Ltd. began developing school district based on-the-job programs of individualized inservice education for administrators. Since that time additional districts have become interested in the concept, and its very real potential for school improvement activities. They have organized programs in association with the original school systems and CFK Ltd.

The purpose of this guidebook is to provide sufficient information about the concept of individualized continuing education so that other administrators can organize such programs within their school systems. While each district must develop its own program suited to its particular needs, reported herein are typical patterns of individualized continuing education as they have emerged from the practices of the school districts now operating such programs. Essentially, these districts are developing programs they can use to improve administrative leadership. Finally, this

paper reports how individual administrators within the school systems typically organize their own program of professional growth and relate it to their job of developing an improved school.

The programs being described pertain to these themes:

--School district organized ICE programs for school administrators.

--School district organized learning programs designed to assist principals and other administrators in improving the wholesomeness of the school's climate for learning.

Programs exist in Washington, D. C., and within school districts in the states of California, Colorado, Idaho, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, New York, Ohio, Oklahoma, Utah, and Washington. Also, the professors of three university colleges of education have developed similar programs for their growth.

While to date a majority of the participants in the ICE programs of the several districts are junior and senior high school principals, other types of administrators are also involved. They include elementary principals, assistant principals, teachers, and school district level administrators such as superintendents and assistant superintendents.

Also involved in these administrator individualized inservice education programs is CFK Ltd., a foundation established in 1967 by Charles F. Kettering II. His idea was to create a foundation which would relate to educational problems of essential concern to school administrators. To assist in directing the efforts of the foundation, CFK Ltd. has sixty-three Associates who are largely public school superintendents, principals, and assistant superintendents, and professors from various universities. Most of the Associates direct administrator inservice education programs within their districts.

Procedures for Organizing Individualized Inservice Education Programs for School Administrators. Following is a list of procedures derived from the practices of school districts now operating individualized continuing education programs for school administrators.

--An administrator is designated to provide leadership for for the development of the school district's plan of

administrative continuing education.

--This educator involves other administrators in organizing a plan of action.

--Given a sketch of the district's program, interested school administrators volunteer to join the endeavor. Collegial teams are organized consisting of from eight to twelve administrators. Each team organizes learning activities. (Invariably districts begin on a small scale by organizing one team. With experience the number increases.)

--Each participating administrator develops his own professional growth program directly related to school improvement projects.

--Yearly, the participating administrators refine the school district's program.

Each of the above procedures is briefly discussed in the succeeding sections.

Program Leadership. A variety of practices exists for selecting an administrator to provide initial, and often continuing, leadership. Leadership responsibilities for an individualized inservice education program take time, but not an inordinate amount. Typically, program coordinators devote a few hours a week to the program. For this reason some districts have necessarily assigned such duties to an administrator whose job responsibilities already include inservice education. In other instances the responsibilities have been given to an educator as an additional, but important, aspect of his present job. Designation in some districts has been by self selection. That is, an administrator, believing individualized administrative inservice education to be important, organizes a study group to investigate various forms of self-renewal. In a few systems the program has emerged as an activity of a district's professional association of administrators.

A few districts use a co-leadership concept where responsibilities are shared, for example, by a principal and an educator at the school district's administration building.

Typically, however, the superintendent of schools designates a person to provide initial leadership. In larger districts, it is usually an associate or assistant superintendent who appoints an initiator. Other roles of the superintendent

and his key associates include a continuous understanding of and commitment to the concept of administrator self-renewal. Ideally, they join the program as participants.

The actual position held by a program's coordinator is of less importance than are the leadership abilities he is able to provide. While no standard role or job description is implied, the major determinant is an ability to facilitate the development of maximum involvement of participants according to their individual self-renewal needs and the improvement needs of their schools, as they see them.

Essentially, a program coordinator is a catalyst rather than a director who merely establishes things for others to do. He serves in a helping relationship; he is a stimulator and counselor. Thus, the skills and attitudes necessary to assume such a role are crucial. This is, perhaps, the reason why a wide variety of educators, in regard to position, presently serve as coordinators for individualizing inservice education programs for administrators. Following are the titles of persons presently providing leadership: superintendent, principal, area superintendent director of staff development, assistant superintendent, director of elementary education, director of instructional services, deputy superintendent, director of research, professor, dean of school of education, and chairman of a university department of educational administration.

Typical Features of a School District's Plan of Individualized Inservice Education for Administrators. School district based planning teams of administrators charged with the responsibility of developing a continuing education program usually meet periodically for a period of about six to eight weeks. Their job is to describe the goals and objectives of their district's program. Also, they attempt to state the evidences they plan to obtain as to their success in achieving each objective.

The following list describes a number of goals and purposes summarized from existing programs.

--The focus of the program is to help administrators improve their leadership abilities on a continuous basis. (This is not always evident in early program considerations. Often participants initially think primarily of change for someone else; i.e., staff, school, student body, etc. While such goals are not inappropriate, the purpose of a self-renewal program is to provide opportunities for each

participant to identify needed self or school improvements for which he will provide personal leadership.)

--The program is based on the concept that each administrator is unique. They do not begin at the same place, they do not learn at the same rate, they and their schools have different needs at different times, and some learn better alone, while others learn more effectively in a group.

--The program links administrator self-renewal activities to actual school improvement projects for which the administrator provides leadership. Thus, small group learning experiences are job oriented, practical, and require the kind of personal involvement that assists the administrator on the job. Improvement of one's competence is perceived, by the participant, not as an "extra" duty, but as a means of doing his job more effectively and efficiently.

--Provisions are made whereby administrators can learn from each other and consultants on a one-to-one basis and through small group learning situations. A talent pool exists so administrators can also obtain assistance from the community, university professors, and educators on the staff of the school district and of other districts.

--In addition to activities of the learning team, each participating administrator develops his individualized program of inservice education.

--The program is designed to meet the real needs of administrators. It is planned and administered cooperatively by the participants.

Team Activities. The foregoing list describes many of the features of the learning or collegial continuing education team of school administrators.

These types of teams exist:

--Secondary school principals

--Elementary school principals

--Elementary and secondary school principals within a geographical area of a school district

--Total administrative staffs of, for example, three secondary schools

--School district level administrators

--Principals and school district level administrators

Inservice teams of administrators plan and learn together, share the strengths and weaknesses of their school improvement projects, serve as consultants to each other, and assist one another in developing individualized plans for professional growth and school improvement.

Invariably, teams organize periodic seminars pertaining to topics of common need. To date, most of the districts' teams have stressed as a major activity the development of management skills usable on the job, such as how to conduct needs assessments, developing professional growth plans, defining goals and objectives for, and measuring progress of, school improvement projects, improving administrator-teacher-student communications, assessing the school's climate, developing accountability skills, and using Delphi techniques. Also, these topics have been aspects of school district organized seminar sessions: project planning, recent and promising school improvements, improvement of faculty meetings, and management by objectives.

Teams often select consultants to assist them. Usually, an outside resource person is selected because he can provide not only an overall concept, but also specific tools for using the concepts within schools. Because vast consultant resources exist within the team and, of course, the school district, most of the teams actively share their individual project progress with their colleagues.

All of the participating districts have found it necessary to set aside blocks of time for team meetings. In one district, teams meet monthly in six-hour sessions. Another district has found it necessary to organize entire day sessions while working on projects of special importance. Most of the districts plan rather substantial (2-3 hour) blocks of time for meetings. Finding time for teams to do their jobs is one of the problems reported by ICE program coordinators.

Team membership may either be continuous or rotating. One school district, for example, has a rotating membership system which gives every principal an opportunity to be

formally involved in the inservice education program every third year. More of the districts, however, have maintained a constant group membership over a period of years.

Individualized Continuing Education Plans. A final, and extremely important, feature of this form of continuing education is the development by the participating administrator of his own individualized inservice education-school improvement project.

In organizing one's continuing education program, which is associated with an actual school improvement project, an administrator generally includes these processes:

--Analysis of the school's potentials, strengths, and weaknesses. This often involves the use of needs assessment practices. (It should be pointed out that many administrators already know what the school might do to improve its services.)

--Analysis to determine additional skills or knowledge needed to provide appropriate leadership for desirable school improvements.

--Organization and conduct of improvement projects.

To assist administrators in the third aspect, a team of CFK Ltd. Associates organized a project planning process, (Self Performance Achievement Record (SPAR)[2]). SPAR is a process. It is a convenient and practical guide designed to assist school administrators and other educators in developing school improvement project goals, objectives, activities, check points, and evaluation procedures. It also serves as a simple, but powerful, personal accountability process for the educational leader. In short, SPAR represents a procedure for directly relating an educator's individualized continuing education program to actual school improvement projects.

Pages 10-11 present the SPAR document. Page 10 outlines a brief process for describing a school improvement project in terms of a goal, activities which would probably be occurring if the goal were being practiced, objectives, and evidences of success in achieving the objectives. Page 11

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[2]Olivero, James L.; Geddes, Vivian; Hall, William D.; Marr, Richard E. Self Performance Achievement Record (SPAR). Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.

completes the process by providing a format for describing the time line for initiating and completing the project, progress reports to the collegial learning team of administrators, and one's individualized continuing education plan. It is the relationship of Section V (ICE program) of page 11 to the other sections of pages 10 and 11 that links school improvement activities to an administrator's personalized inservice education plan. Section V of page 11 asks this question: Given the school improvement project, what new abilities do you need to achieve the project? This section of SPAR also contains a procedure for recording one's plan for obtaining the needed new abilities.

Cost. A school district's direct cost for an individualized continuing education program for school administrators is largely within the categories of consultant services and any travel funds individual participants and teams may need to help them achieve their continuing education programs.

The cost, then, varies to the extent a school district can make the above two items a feature of their plan. While some districts allocate funds, there are also effective programs operating with essentially no funds.

SELF PERFORMANCE ACHIEVEMENT RECORD (SPAR)

I What is your institutional or personal GOAL Statement?

_____
Name

_____
Date

_____

_____

_____

Based on the total improvement needs of your school or yourself, this project represents--

____ a high priority need.

____ a low priority need.

II What are the ACTIVITIES?	III What are the OBJECTIVES?	IV What are the EVIDENCES OF SUCCESS?

SPAR (CONTD.)

V INDIVIDUALIZED CONTINUING EDUCATION PROGRAM		VI What are the STARTING AND COMPLETION DATES?	VII LOG OF PROGRESS REPORTS
What new abilities do you need to achieve this project?			
What new skills, attitudes, or knowledge do you need?	How will you obtain each new need?		

PART II

PROCESSES FOR DEVELOPING A SCHOOL DISTRICT INDIVIDUALIZED CONTINUING EDUCATION PROGRAM

Part II shows how a school district can organize an individualized continuing education (ICE) program for school administrators. The information and processes will be of special interest to educators with responsibility for guiding the development of a school district's program.

SUMMARY OF PROCEDURES FOR ORGANIZING AN ICE PROGRAM

A brief summary of the procedures for developing an ICE program for administrators appears on pages 3-4 of Part I. The sections which follow provide "how to do it" information for the first three procedures listed on pages 3-4, while Part III provides similar information on the remaining procedures of page 4.

A STEP-BY-STEP PROCESS FOR INITIATING AN ICE PROGRAM

In organizing and operating a school district based ICE program, there are three basic stages.

Stage I -- Initial ICE Program Conceptualization

The administrator providing initial leadership for developing the program should form a small ad hoc planning team of five to seven administrators. Members should include potential participants in the proposed program, an assistant superintendent, and hopefully, the superintendent.

The role of the planning team is to:

--Study the experiences and practices of other school districts that are presently operating ICE programs. (This Occasional Paper is the best general source of information on this topic.)

--Determine rationale and broad objectives for the program based on a needs assessment of potential participants.

(Appendix A, "Why Do It -- Ideas for a School District's Rationale for an ICE Program," will be of assistance. Other sections of this paper provide appropriate assessment processes.)

--Identify the purpose and design of the program.

--Describe the proposed role of the administrator who will provide program leadership services. (This CFK Ltd. Occasional Paper will be of assistance: Administrator Renewal: The Leadership Role In Collegial Team Development, by Vivian Geddes. See Appendix C.)

--Determine initial program goals, objectives, and characteristics and make necessary support and procedural decisions. (The program planning form, pages 17-21, provides a format for recording the decisions of the ad hoc team.)

As the planning team examines and evaluates the overall nature of its program, these suggestions will be of value:

--At the outset, an ICE program should be voluntary with an opportunity for others to join later. Human and financial resources to support the program must be realistically assessed.

--A program leader must be appointed, although it is not necessary to have a full-time director.

--A source of peer support for participants must be provided. Typically, the collegial learning team, to be discussed later, provides appropriate support.

--Structure the program so participants will look not only inside but outside their district for ideas and resources as they accomplish team and individual projects.

--Design the program so it will result in positive and beneficial school changes.

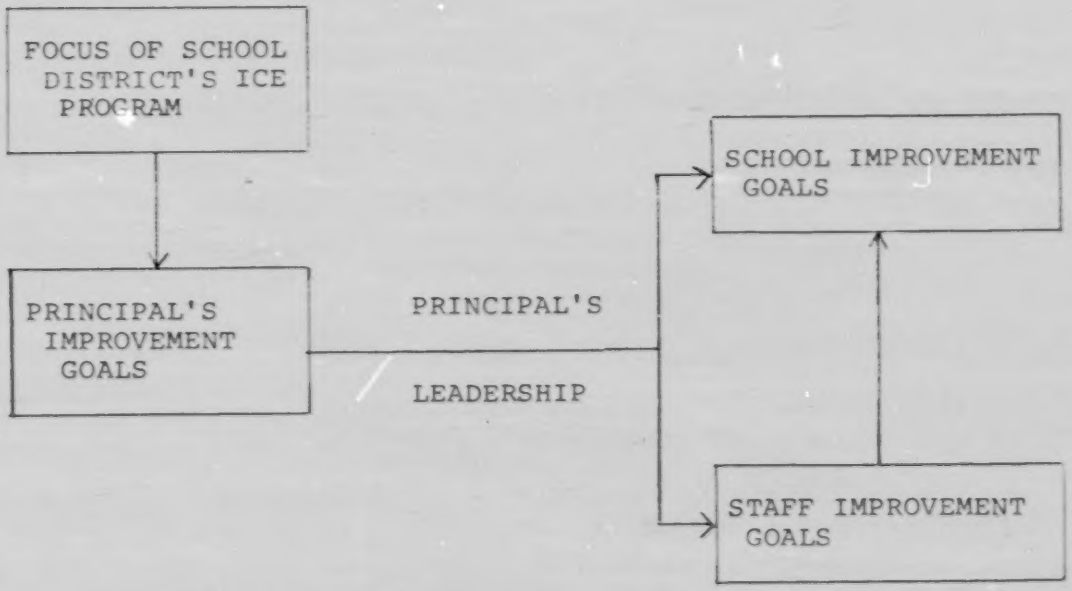
--Detailed planning is desirable and appropriate, but since plans tend to change after initial sessions, it is suggested that initial planning not consume too much time. The resulting plan should be considered as a point of departure.

--As participants develop an ICE program and a commitment to school and district improvement programs, they must know

the extent to which each is at liberty to extend his educational endeavor into actual school improvements.

--Although problems will emerge, the majority should have been considered and anticipated. An example is: how do participants find time to take part in a significant manner?

In moving from Stage I to Stage II, and perhaps throughout the initial first year of the program, it will be desirable for the ad hoc planning team and the program's coordinator to periodically emphasize the essential goals of the program. A paramount goal should be assisting administrators in improving their leadership abilities on a continuing basis. This is not always evident in early program considerations. Some administrators will be thinking in terms of primary change for someone else: that is, his school, staff, student body, etc. While such goals are not totally inappropriate, each participant should also identify changes in his own behavior and leadership which will be instrumental in facilitating school improvement goals and projects. Using the principal as an example, the following diagram illustrates the concept that the goal is to provide opportunities to help the principal improve his professional leadership abilities in working with his staff and in conducting school improvement projects.



Stage II -- Operation of an ICE Program with Initial Group of Administrators

Given a sketch of the district's program, interested school administrators volunteer to join the endeavor. Collegial teams are organized consisting of from eight to twelve administrators. Each team organizes learning activities. Invariably districts begin on a small scale with one team. With experience the number increases.

Each participating administrator develops his own professional growth program directly related to school improvement projects. Part III, pages 25-42 of this paper describes processes for this aspect of continuing education. To summarize, each participant has these challenges:

--Assessing his personal and professional continuing education needs in relation to needs of his school, staff, student body, school district, community, and as reflected by major current and anticipated future educational trends as such affect him, his responsibilities, and his institution.

--Selecting assessment processes to ascertain school and personal improvement needs. (Papers that will be of assistance here are School and Self Assessment Processes: A Guidebook for Administrators by Gerald Prince, and School Climate Improvement: A Challenge to the School Administrator by Robert S. Fox and others. See Appendix C.)

--Planning and conducting personal and school improvement projects. (Of assistance at this stage will be A Guide to Planning School Improvement by Lawrence J. Aggerbeck, and Self Performance Achievement Record (SPAR) by James L. Olivero and others. See Appendix C.)

Past experience of school districts' ICE program coordinators indicates that during Stage II, the typical program has these three phases:

--Phase I. Program status: Planning stage continues, needs assessment continues, and ICE learning team has not moved beyond group meetings. Individual plans of action are not totally completed by participants.

--Phase II. Program status: Development of collegial team spirit is not completed. Identified plan of action and group learning activities exist.

Participating administrators are struggling with how to develop their individualized plans.

--Phase III. Program status: Team of participating administrators is, in fact, collegial. Each participant has an individualized self and school improvement plan pertaining to one or two goals.

Stage III -- Refinement of School District's ICE Program as Result of Initial Trial

Through the leadership of the program's coordinator, the refinement process should involve each collegial team of participating administrators. The program planning form which appears on pages 16-20 can be used as a vehicle for refining the program.

The following worksheet will assist in developing a timeline for accomplishing the three stages of developing and operating an ICE program during the first year.

School District_____

ICE Program Coordinator_____

ICE Program Stage	Initiating Date	Completion Date
Stage I -- Initial ICE Program Conceptualization		
State II -- Operation of ICE Program with Initial Group of Administrators		
State III -- Refinement of ICE Program as Result of Initial Trial		

PLANNING FORMAT FOR AN ICE PROGRAM

If a school district's program is to be relevant for its administrators, the ad hoc planning team must tailor it to the needs of the participants and the district. In fact, the initial group of participating administrators should be directly involved in the planning process. While it is, of course, appropriate to consider practices of other school systems operating such a program as a means of identifying appropriate ideas and procedures, in the final analysis a district's program should be "home grown." The following worksheet represents a brief and simple format for planning the ICE Program.

SCHOOL DISTRICT'S YEARLY GROWTH PLAN FOR ICE PROGRAM

PERFORMANCE ACHIEVEMENT RECORD (PAR)

ICE - School district organized Invididualized Continuing Education program for school administrators

Date _____

PART I - BASIC INFORMATION

1. Name of school district:

2. List of ICE program participants:

Name	Position

2. List of ICE program participants (contd.):

Name	Position

3. ICE program coordinator:

Name	Position

4. This plan is designed to cover a one-year period beginning in _____ (month), 197__ and ending in _____, 197__.

PART II - THE PLAN[3]

1. List of GOALS of the ICE program:

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[3]These papers will be of assistance in developing a yearly plan: Aggerbeck, Lawrence J. A Guide to Planning School Improvements. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973; and Olivero, James L.; Geddes, Vivian; Hall, William D.; Marr, Richard E. Self Performance Achievement Record (SPAR). Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.

2. OBJECTIVES of the ICE program:	3. For each objective indicate the EVIDENCES the team will accept and obtain as to the achievement of the objective.

4. Typically, it is the goal of each administrator participating in a school district's ICE program to develop an individualized continuing education plan using SPAR or similar individualized planning format. This year which participants listed in Part I will be developing such plans?

Name	Position	Target Date for Completion of Plan

5. Assess below last year's successes and weaknesses of the school district's ICE program. Relate this assessment to the evidences obtained regarding the objectives of last year's plan.

6. Budget

Purpose	Objectives to which this purpose relates	Amount

ACTIVITIES RESOURCE LIST FOR STARTING ICE PROGRAMS

In addition to the processes already described, the following list provides ideas for initiating ICE programs. Eugene R. Howard, Superintendent, Urbana, Illinois, School District, prepared this list as a result of assisting school districts with such programs.

1. Start with a presentation of the underlying assumptions of the proposed program. Ask for volunteers to serve on a task force to develop a plan for your district.

2. Start with a small planning group. Members may be chosen for their competencies, for their place in the communications network of the district, and for their interest in the underlying assumptions of the program.

3. Suggest that the planning groups adopt the position that --

   a. The program is to concern itself with individualized, non group-paced education, and

   b. The program is to have as a major objective the linking of self-improvement with school improvement projects.

4. Develop a preliminary plan.

5. It is best to initiate activities at an early date. Some school districts have spent months in planning only to discard the plan soon after implementation activities were initiated. Do not over-plan initially.

6. Start with consideration of the real situations in which the participating administrators find themselves. They will be more likely to devote time and energy to their own self-improvement if they are convinced that such an activity will be helpful to them in better managing at least one part of their responsibilities.

7. Do not assume that participants are already motivated towards meaningful self-improvement. Initial activities will probably center around the administrators' plans to improve other people's competencies or to improve the school. There is nothing wrong with this. A commitment to self-improvement generally comes later--after other projects are underway. Educators are accustomed to spending their time thinking up things for other people

to do. They are not likely to change quickly in this regard.

8. Most successful programs have carefully balanced group work with individual work. Individual work generally develops later.

9. Early group meetings might stress communication and group-building activities among the participants. Such activities are essential to the development of a non-threatening team climate and a high trust level.

10. A useful device for fostering school improvement activities is the school-based development team -- a school's counterpart to the ICE learning team of administrators. Development teams are a way of organizing talent within a school so that improvement activities are stimulated and supported.

11. At an early date in the ICE program, participants will be planning self-improvement and school improvement projects. For example, the following list suggests the kinds of activities individuals might find of value to themselves and to their schools:

Self-Improvement	School-Improvement
a. Develop skill in using instruments to gather information regarding communications patterns among pupils.	a. Improve communications among pupils who have segregated themselves into self-perpetuating cliques.
b. Acquire knowledge about continuous progress curriculum organization to assist teachers with curriculum planning. Acquire knowledge about learning laboratory management techniques and differentiated staffing patterns appropriate to learning laboratories.	b. Provide for pupil options in language arts through development of two "alternative" learning laboratories representing contrasting learning climates.

The above list represents a brief sample. Perhaps the

planning group, as a part of its efforts to offer well conceived options to participants, will find it profitable to prepare, for participants, a more lengthy but open-ended list of such suggested activities.

12. A brainstorming session of administrators participating in an ICE program, which had school climate improvement as its focus, produced these ideas for activities. The projects are limited in scope, but represent a way to begin.

    a. Decrease the amount of staff time presently invested in activities which emphasize conformity and competition. Increase the amount of staff time devoted to developing activities for pupils who are generally considered "out of it."

    b. Develop projects to include pupils in the evaluation of their own work.

    c. Form a group to rewrite the school's statement of philosophy and its book of rules and regulations so that what the school stands for is understood more clearly by everyone and so that these beliefs are translated into reasonable rules.

    d. Revise the school's grading and reporting system so that it is possible for everyone to feel that he is succeeding every day.

    e. Take students and staff members on retreats or form in-school discussion groups designed to foster open communications, mutual respect, and understanding.

    f. Form a group of students to make a study of the inconsistencies which exist in the school between what the school's statement of philosophy says and the manner in which the school's programs operate.

    g. Interview a group of the school's "losers" and listen carefully to their description of how school affects their attitudes towards themselves and others. Form a task force to do something about at least one of the concerns expressed by the losers' group.

SUMMARY

Up to this point the preceding sections have provided a range of ideas and procedures designed to guide educators responsible for developing school district based administrator renewal programs using ICE processes.

Part III provides information on how an individual administrator can develop his continuing education program.

WHY DO IT -- IDEAS FOR A SCHOOL DISTRICT'S RATIONALE FOR AN ICE PROGRAM

Appendix A provides a resource of concepts which may be useful in developing a school district's rationale.

HOW OTHERS HAVE DONE IT -- CHARACTERISTICS AND EXAMPLES OF PROVEN ICE PROGRAMS

Appendix B provides a look at programs and methods used by other school districts in organizing ICE programs. It describes characteristics of quality programs, examples of ICE goals and objectives, collegial teams, and roles of participants.

PART III

PROCESSES FOR DEVELOPING PERSONALIZED CONTINUING EDUCATION PROGRAMS

A CASE STUDY

The basic tenet of ICE programs is that administrators need to relate school improvement needs to a personalized program of self (or professional) improvement. For example, James Huge, Principal, East High School, Lincoln, Nebraska, organized a faculty, student and parent task force for identifying concerns about the school. As a result of discussion and assessment, the following four concerns were isolated and translated into these school improvement goals and objectives. (Activities, evidences of success in achieving objectives, and initiating and completing dates for each goal and objective also were identified.)

1. Goal Statement: Each student will be able to have a self-selected teacher-advisor -- a "friend on the faculty."

   The Self Performance Achievement Record completed by Huge for this goal appears on the following two pages. He also developed a similar plan for each of the following three goals.

2. Goal Statement: Develop and implement an organizational model which will allow for varying amounts of freedom and structure for each student.

   Objectives

   a. Develop an organizational model and implementation procedure for that model which provides educational opportunities which comfortably fit the learning and teaching styles of 80 percent of the students and teachers, as measured by their own judgment and that of an outside evaluator.

   b. Identify and describe at least four separate learning styles and teaching styles.

SELF PERFORMANCE ACHIEVEMENT RECORD (SPAR)

Jim Huge, Principal,
Lincoln East High School
Lincoln, Nebraska, Public Schools
Name

December 15, 1972
Date

I What is your institutional or personal GOAL Statement?

Each student will be able to have a self-selected teacher-advisor

Based on the total improvement needs of your school or yourself, this project represents--

X a high priority need.

____ a low priority need.

II What are the ACTIVITIES?	III What are the OBJECTIVES?	IV What are the EVIDENCES OF SUCCESS?
1. Advisor time provided during regular school day. 2. Student chooses teacher-advisor. 3. Students seek advice from teacher-advisor. 4. Parent-student-advisor conferences. 5. Inservice activities provided for teachers to improve inter-personal skills	1. By September 1, 1973, all students will have chosen a teacher-advisor. 2. At least 1-1/2 hours per week of school time will have been scheduled for advisor-advisee contacts. 3. By May 1, 1974, at least 50% of the students will have planned with their advisor and conducted at least one parent-student-advisor conference. 4. By May 1, 1974, at least 40% of the students will have voluntarily sought out their advisor for help.	1. List of advisors and their advisees. 2. Data from student questionnaire regarding whether or not they sought help from their advisor. 3. Record of parent-student-advisor conference. 4. Advisor log of student contacts. 5. Copy of school schedule showing scheduled advisor-advisee contact time.

SPAR (CONTD.)

V INDIVIDUALIZED CONTINUING EDUCATION PROGRAM What new abilities do you need to achieve this project?		VI What are the STARTING AND COMPLETION DATES?	VII LOG OF PROGRESS REPORTS
What new skills, attitudes, or knowledge do you need?	How will you obtain each new need?		
1. Greater skills in assisting teachers in gaining abilities necessary to be effective advisors.	1. Attend training sessions for active listening and communication skills. 2. Consciously practice skills acquired and conduct training sessions for teachers as need arises.	Starting Date: May 5, 1973 Check point #1: September 15, 1973 a. Advisor lists. b. Advisor-advisee contact time provided. Check point #2: January 15, 1974 a. All evidences of success. Completion Date: April 30, 1974	

c. At least 50 percent of the teachers will have attended inservice activities which should help them help students identify learning styles and in designing programs around those learning styles.

3. Goal Statement: Develop and implement a more effective, shared decision-making model

Objectives

a. Eighty percent of the students and teachers, when asked to do so, can explain how they can be involved in an open discussion of at least two school issues.

b. Fifty percent of the teachers and students, when asked to do so, will be able to give reasons for a recent school decision which affected them.

c. At least five task forces consisting of students, teachers, and parents will have convened to seek solutions to identified school problems.

d. At least five activities designed for upgrading communications skills will have been offered to students and teachers.

4. Goal Statement: Improve communications among students, faculty, parents, and community.

Objectives

a. At least 25 percent of the students, 15 percent of the parents, and 40 percent of the teachers, by December 31, will have been involved in at least one parent-student-teacher conference.

b. Newsletters will be sent to parents, students, and teachers on no less than a quarterly basis.

c. At least 40 percent of the students and teachers will have been involved in at least two rap sessions regarding school-related issues.

Given the isolation of four school improvement needs, Huge, in analyzing his own profession abilities, felt he possessed the skills and knowledge to immediately provide leadership for the achievement of goals 2 and 4. For goals 1 and 3 he felt he needed additional abilities before he could provide the appropriate leadership for their achievement. Referring

to pages 10-11 of this paper, for goals 2 and 4 Huge designed school improvement projects. For goals 1 and 3, he developed personalized learning programs directly related to the achievement of these two goals.

OVERALL PROCESS

The preceding example illustrates the importance of the ICE process. Without a vehicle for inservice education directly related to school improvement needs and for those needs not within one's realm of abilities, the administrator's choice often is to overlook, put aside, or otherwise disregard new job requirements. Without such a mechanism it is often safer to dismiss, or in some other way avoid, new job requirements unless the school district has a process whereby the busy administrator can efficiently acquire needed new skills, knowledge or attitudes. Of course, another choice is to embark on the improvement and hope for the best. This is a high risk; the history of educational innovations is replete with examples of projects that failed due to inadequate leadership and planning. The ICE process suggests that no administrator can be expected to possess all the abilities to achieve every needed school improvement. Instead, it suggests that school districts need to provide programs where administrators can obtain abilities to achieve institutional improvements.

The essence of the ICE idea is that inservice education for administrators can be individualized. As such it is directly related to an administrator's leadership duties and responsibilities for fostering and guiding school improvement projects. The concepts and practices described in this part show how an administrator can organize his individualized program.

In developing such a program, the administrator is involved in four basic steps. They are:

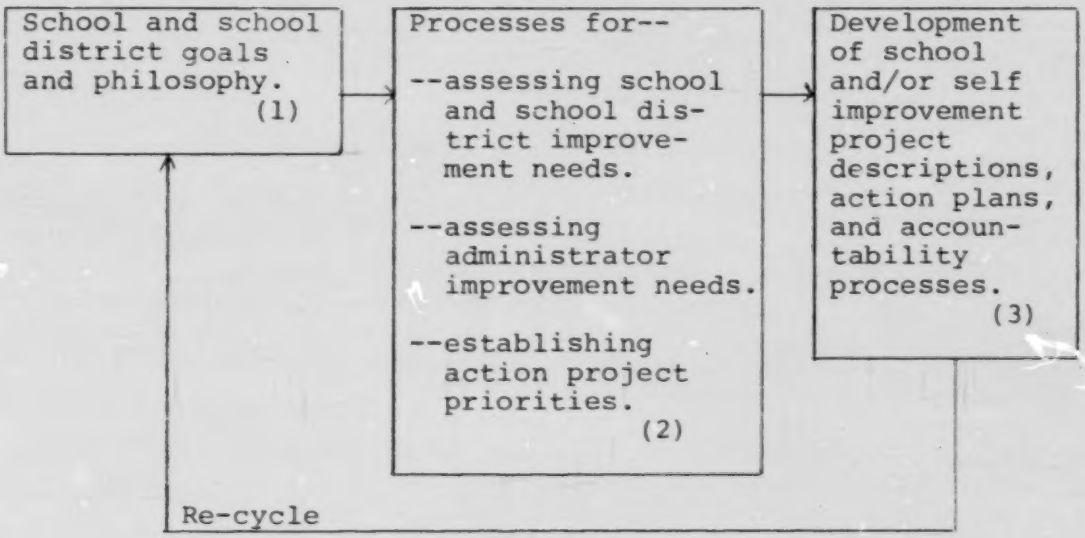
--Isolating his continuing education needs in relation to school improvement needs.

--Reducing these needs to manageable and focused school improvement projects with a personalized learning program.

--Committing to writing the improvement project and his actual inservice education program.

--Conducting the project and program.

The above listing corresponds directly to the school improvement process. Based on a school's or school district's philosophy and goals, the continuous education improvement process consists of determining precise improvement needs and translating high priority needs into action projects. The following diagram further describes the process.


School and school district goals and philosophy. (1)
Processes for--
--assessing school and school district improvement needs.
--assessing administrator improvement needs.
--establishing action project priorities. (2)
Development of school and/or self improvement project descriptions, action plans, and accountability processes. (3)
Re-cycle

Actually, there are three basic approaches or options for isolating inservice and school improvement needs. In the process of isolating needs, administrators presently participating in ICE programs use these different orientations. Some administrators are more comfortable in focusing on their own personal strengths and weaknesses. Others believe it is more important to focus directly on the development and conduct of school improvement projects. A third approach is situational; that is, clearly identifiable problems exist which must be immediately addressed. There is no right approach. Whatever is desirable is totally dependent on one's orientation and the conditions in which one finds himself.

The following diagram summarizes the three basic approaches or options.

Focus of Assessment Processes

Option 1	Option 2	Option 3
Primary focus of administrator on improvement of his abilities as educational leader.	Primary focus of administrator on school improvement projects, concurrently administrator considers needed new abilities for project achievement.	Primary focus of administrator on a problem situation.

Each option is more fully described below.

Option 1: The focus of the administrator is on the direct improvement of his personal abilities as an educational leader. An example: The principal learns management planning processes so he can provide the leadership for efficiently involving staff, parents, and students in the organization of a master school improvement plan. While the initial focus is on the administrator as the learner, there is an immediate application of his new knowledge and skills.

Option 2: The focus of the administrator is toward the direct improvement of his school through the conduct of school improvement projects. In this instance the project's goals, objectives, evaluation and time line of events are determined. Concurrently, the administrator considers this question: Given this school improvement project, what new abilities do I need to provide leadership for the project's achievement? An example: The school has developed a goal to improve, by restructuring, its program of extracurricular activities in order to involve a larger percentage of students. While the initial focus is on an identified school improvement project, there is, in this case, a need for the principal to update his knowledge of extracurricular programming and to isolate from the field of adolescent growth and development appropriate principles which directly relate to extracurricular programming.

Option 3: The focus of the administrator is on a problem situation. An example is low student and staff morale.

PROCESSES FOR ISOLATING CONTINUING EDUCATION AND SCHOOL IMPROVEMENT NEEDS

In addition to the concepts of this section, more than ten different processes administrators can use in isolating inservice and school improvement needs are described in School and Self Assessment Processes: A Guidebook for Administrators, by Gerald L. Prince (See Appendix C).

This section could be titled "Images of Potentiality" as it suggests that one initially engage in a process designed to isolate the school's and also one's own opportunities and potentials for improved service. Or, in the event you are a school district level administrator, this pertains to the opportunities or potentials available for improved service by you and your division. In essence, the idea of this aspect of the process of developing your individualized learning program can best be described by these questions:

--What improvements in services and programs can my school make to advance education for our students this year? Next year? Two years hence? Or, in the case of a distict administrator: What improvements in the activities of this division could further our services to schools? Students? The public?

--Given the host of descriptions of new practices calculated to improve schooling constantly being reported at conferences and in professional publications, which of these new ideas or challenges relate to the improvement needs of our school?

--An open-ended completion type question: What would our school be like if. . . . .?

--What are the strengths and weaknesses of our school?

The above questions represent a few examples one might use in isolating areas for potential school improvements. Ideally, such questions should also be used with a representative sample of staff members, parents, and/or students in obtaining information about school potentials.

As a result of such discussions, this goal and its indicators were developed by a secondary school.

Goal: Students should share in the evaluation, reconstruction, and implementation of course content and methods of instruction.

Goal indicators:

1. There is an active student, parent, and faculty curriculum committee.

2. There are processes whereby students can provide input to this committee.

3. There is a system to create task forces to recommend solutions to specific problems.

4. There is evidence that this committee organization positively effects instruction.

5. There is evidence that parents, teachers, and students work toward consensus.

6. There is an improved student attitude toward course content and instructional methods.

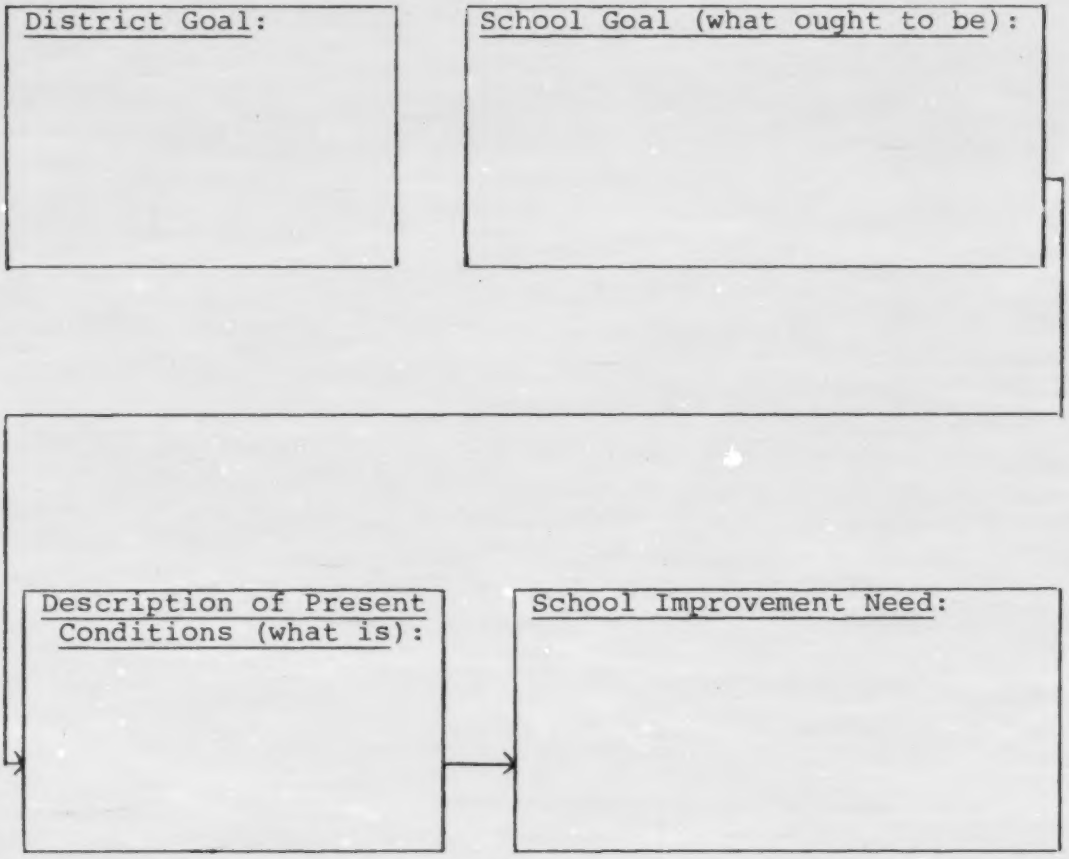
Goal indicators describe events which suggest a goal is being achieved. They serve as a transition from goals to objectives. Once a goal is identified, indicators are most easily isolated as a result of this discussion question: Given the goal, what specific activities or events might be occurring at this school which will indicate achievement of the goal?

Other sources of information which will help identify school and self improvement needs are:

--Suggestions in the report of the most recent accreditation visiting team.

--Success in achieving the stated goals and objectives of the school.

--Status of achieving school district goals. For this process, schools in the Ocean View School District, Huntington Beach, California, used the format below.



Given an initial identification of personal or school improvement needs, the next suggested step is to reduce these goals for the school and the administrator.

Here are some examples of images of potentiality -- new or improved goals developed by other schools:

--A classroom environment exists that provides individualized opportunities for students to apply skills and knowledge to real world situations.

--Students, faculty, administrators, and parents share in the decision making process about important aspects of the school's program.

--Those responsible for implementing decisions share in decisions.

--Students show concern for the improvement and maintenance of the school building and grounds as indicated by student and staff surveys and projects completed.

--Students assume greater responsibility, self discipline, and concern for others as indicated by community survey, discipline referrals, and student-staff survey.

--Students are provided opportunities to succeed in the mastery of basic academic skills.

--Students are provided an opportunity to expand their circle of friends.

--Students have an opportunity, both in curricular and extra-curricular areas, to practice and reinforce their language skills in a manner consistent with the language arts curriculum.

--The school reduces the negative effects associated with its large enrollment and size.

--Student involvement is an active rather than passive role.

--Each staff member develops a positive self image of his worth and significance to the school.

--A school climate is designed so that students become self directing and self-responsible.

ORGANIZING SCHOOL AND SELF IMPROVEMENT PROJECTS

Varied processes -- from simple to complex -- are available for translating needs into a manageable and focused learning program associated with actual school improvement projects. This section presents five options that might be used.

Option 1.

Participating administrators in the ICE program of the Livermore Valley, California, Unified School District use a program description form consisting of the following sections:

a. Statement of the problem you wish to pursue.

b. A list of the objectives (outcomes) you are seeking to achieve.

c. A list of the activities you see as necessary to achieve your objectives.

d. A list of the skills you feel you need in order to accomplish your objectives.

The program of Dr. Rick Bardellini, Assistant Superintendent, follows:

1. Statement of the problem you wish to pursue. There is a need to describe in clear, understandable terms a yearly plan for the Educational Services Division and its various departments and programs.

2. A list of the objectives (outcomes) you are seeking to achieve.

    a. A statement of goals for the division and its components.

    b. A set of measurable objectives for each goal.

    c. A plan for achieving selected objectives.

    d. A plan for evaluation of the selected objectives.

3. A list of the activities that you see as necessary to achieve your objectives.

    a. The development of a process or method to do a needs assessment for a district division or district program.

    b. The development of a method to get congruence between the district perception and school perception of the needs (goals) of the Educational Services Division.

    c. Selection of the high priority objectives.

4. A list of the skills you feel you need in order to accomplish your objectives.

    a. Techniques of doing a needs assessment for a district division or program.

    b. Techniques of determining high priority objectives.

    c. Techniques for identifying alternative courses of action.

d. Techniques for evaluating objectives of the Educational Services Division.

Option 2.

For each improvement goal, the administrators of the Golden Area, Jefferson County, Colorado, School District use a program planning format consisting of three sections: statement of objectives, strategy, and evidences of accomplishment of the objectives.

Option 3.

Members of the staff of Bell Junior High School, Jefferson County, Colorado, School District use a planning format for achieving both the school's student outcome goals and the process goals which pertain to open communications, problem solving, shared decision making, accountability, wide student opportunities, and evaluation and feedback on growth plans.

This planning format is based on the concept that "if each individual in the organization makes a commitment then each student outcome and process goal will become a reality. If individual commitments are not made, then little is likely to happen in terms of systematic progress toward meeting each goal."

"Each person develops a written plan describing his commitment and specific intentions to demonstrate progress toward student outcome and process goals."[4]

---

[4]Prince, Gerald and Carnie, George M. Toward the Human Element: Beginning Handbook for Change (2nd Ed.). Golden, Colorado: Bell Junior High School, 1973, p. 111.

The following illustrates their format.[5]

Step I. Select a major school goal and list it below:

_____

_____

Step II. Brainstorm specific strategies and evaluation procedures that would show progress toward carrying out the above goal and list below. (Groups of 3-4, 10-15 min.)

What could I do to carry out the above goal?	What are all the ways I could gather evidence to show progress toward that goal?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Step III. Do it! Review the above list and select two or more ideas to try out. Then select from the above list, ways to measure progress toward accomplishment of the idea. (10 min.)

Step IV. Progress review--who?, when?, where?

Set a time, select a person(s) to review progress and gain help toward meeting the objectives selected.

Time_____ Place_____ Date_____

[5] Ibid., pp. 111-112.

Person or persons selected to review and assist me with plan.

_____ _____

_____ _____

Step V. Rewrite, change, alter, or revise steps II or III based on the above conference.

Step VI. Repeat steps I through V as time and comfort with the process allows until a plan is developed for each school goal.

Bell Junior High School uses the following format for recording personal growth objectives. An example is reported within the chart.

PERSONAL GROWTH OBJECTIVE[6]

Each staff member is asked to identify at least one PERSONAL GROWTH OBJECTIVE for each semester, the attainment of which might result in your being a more effective person.

At the conclusion of your evaluation, this copy will be returned to you.

1. PERSONAL GROWTH GOAL I'LL ATTEMPT:

   (Example: Obtain feedback on my performance.)

2. HOW I'LL ATTEMPT TO IMPLEMENT MY PERSONAL GROWTH GOAL:

   (Example: ·Get feedback from at least one person daily
   ·Use feedback instrument with each class on your ability to listen.)

[6] Ibid., p. 114

PERSONAL GROWTH OEJECTIVE (contd.)

3. DATA I'LL SUBMIT ON MY PROGRESS TOWARD REACHING THE DESIRED GOAL: (WHEN?)

(Example: ·Examples of feedback instruments I have used.
·Compilation of results.)

Option 4.

The Self Performance Achievement Record (SPAR) represents a procedure for directly relating one's individualized continuing education program to actual school improvement projects.

Pages 8-11 of this Occasional Paper present the essence of the SPAR approach. Also, the Occasional Paper on SPAR (see Appendix C) provides "how to do it" information on each aspect of this planning format.

Option 5.

The Occasional Paper in this series by Lawrence J. Aggerbeck (see Appendix C) presents a management system planning format. It was developed by Aggerbeck, a full-time management consultant and former corporation president. The actual planning model together with its worksheets guide the planning of school and school district based improvement projects. Aggerbeck wrote the paper as a result of working with, and at the request of, administrators participating in school district based ICE programs. It has been extensively field tested. An outline of this planning model follows:

Section 1--BACKGROUND FACTS - A LIBRARY OF INFORMATION

1. Current Position - Analysis of the present situation which affects the organization, group or individual plan.
2. Resources
3. Capabilities) Identification and/or analysis of current and future considerations which should be included in the thinking of the planning team.
4. Opportunities
5. Strengths
6. Weaknesses

Section II--THE ENVIRONMENTAL FACTORS TO CONSIDER

7. Economic Factors	) Assumptions and projections of the conditions which will exist in the future and during the implementation time span of the plan. Identify both favorable and unfavorable factors which may have a direct bearing upon the ultimate success of the plan.
8. Governmental Factors	
9. Technological Factors	
10. Social Factors	
11. Self-Imposed Restrictions	- Evaluation of school policy and procedure which may limit alternatives or the plan and may require modification.

Section III--THE PLAN FOR ACTION

12. Objectives	Define specific and measurable objectives that you wish to achieve.
13. Alternatives	Select and document alternative approaches, strategies and ideas for achieving objectives.
14. Selected Projects	Select the best approach and prepare a detailed plan for the application of resources.
15. Assignments	Assign each project or task to an individual
16. Check Points	Identify time schedules, priorities, and check points for evaluating progress during the implementation phase of the plan.
17. Resources Required	Specify the manpower, finances and equipment required to implement the plan and achieve the objectives.

SUMMARY

Part III has described processes an individual school administrator might use to isolate school and self improvement needs and to translate these into action plans.

APPENDIX A

WHY DO IT -- IDEAS FOR A SCHOOL DISTRICT'S RATIONALE FOR AN ICE PROGRAM

This section provides a variety of concepts useful in developing a rationale for a school district's individualized continuing education progarm. In many school systems, developing a rationale is necessary. The concepts which follow are illustrative, and many may be helpful in forming reasons for organizing a continuing education program. Finally, the following ideas can serve as discussion vehicles for the members of a district's ad hoc planning team.

A recent CFK Ltd. Occasional Paper on individualized continuing education (ICE) programs provided a rationale for individualized continuing education programs for school administrators. It discussed these three factors:

--Rapid changes in education which render educational leaders obsolete every few years.

--Differences in education leaders which make it necessary for professional development programs to be tailored to individual needs.

--Emerging inadequacy of the means by which education leaders attempt to keep current with their profession.

The following discussion is quoted from CFK Ltd. Occasional Paper "Individualized Continuing Education for School Administrators: One Approach" (see Appendix C).

> American education is in a period of crisis, and today's educational leaders are finding themselves trapped. The pressures that impinge upon them are well documented. It is doubtful if ever there was a time when more was expected of the public schools and those who staff them. The role of education leaders is being critically examined both from within and without the educational community, and many publics (school boards, parents, students, taxpayers, legislators, and faculty) are not being satisfied with what they find.
>
> The role and function of the educational leader has

changed. Where once he was expected to learn and perform a given assignment more effectively and efficiently, he now is expected to perform a new job every few years, but at the same time more effectively and efficiently. In many cases this new job is dictated for him by influences over which he has little or no control.

In a very real sense, the typical administrator inherits a new job with alarming frequency. With rapid changes in education occurring almost daily, the principal and other administrators necessarily abandon old responsibilities and assume new ones. If administrators are to assume a new job every few years, their districts must provide continuing education programs relevant to their needs.

A school district, to perpetuate sound leadership and determine its future, must provide the means whereby each of its administrators can participate in a process of self renewal. This implies an organized approach to continuing education that is financially feasible, can be conducted concurrently with the participant's regular job, and provides sufficient tangible results and success that each administrator will want to be involved on a continuing, voluntary basis.

According to writers on the change process, requirements for improvement or change are:

--Awareness of a need or new practice.

--Information about an improved practice.

--Assessment of present practice.

--Modification of present practice and/or piloting of an improved practice.

--Institutionalization of the modified practice.

Too often inservice education programs concentrate upon the "awareness" and "information" stages leaving the administrator almost totally on his own to translate new information into action. The design of ICE programs by school districts largely provides the necessary bridges between "awareness-information" and "assessment-modification-institutionalization."

Eugene R. Howard, writing in a 1969 CFK Ltd. Occasional Paper (see Appendix C) on ICE programs, states:

> "Today's school is a rapidly changing organization. Change can come about through pressure, politics and prejudice; or it can come about through orderly, rational processes instituted within the school by highly professional people. If the principal is to exert positive influence in such a school, he must concentrate his efforts on providing professional leadership to his staff of the highest calibre possible.
>
> To do so, the principal and other administrators must learn four leadership roles: (1) development specialist, who assumes the responsibility for the effective functioning of the school's development team. He is the edge to action. He is, in fact, a kind of "developmental research" man. (2) A personifier of the school's philosophy who understands what the school stands for and so demonstrates by making decisions consistent with it. (3) An organization specialist who is the expert on such functions as planning, job descriptions, allocations of authority, staff efficiency, allocation of financial and material resources, flexible staffing patterns, scheduling, organization of the individualized curriculum, and the maximum utilization of physical facilities. (4) A communications specialist who can erect communication lines between people who have ideas and people who can benefit from those ideas; between people seeking answers and those who can help with solutions; between critics and advocates of new ideas; between those with an idea and those with the talent to make the idea work. Lines must be strung across hierarchial barriers, social barriers, racial barriers, physical barriers, subject matter barriers, and emotional barriers."

A corresponding view follows:

> "Nothing grows obsolete more rapidly than education under the leadership of a principal grown stale....
>
> Most conventional approaches to inservice education for principals deal with what we'll call Level I administrative knowledge and competencies--routine operations, mechanical manipulations, and recipe-following aspects. Many communities and their school boards tend to evaluate principals on technical performance since it is the most visible facet of the principal's job. Accordingly, the typical principal approaches inservice with an eye toward practical, expedient and easy 'how-to-do-it' solutions to management related problems.
>
> The most significant aspects of administration, however, are found on a higher, more complex plane we'll call Level II, or human relations and conceptual knowledge and competence. Developing these requires a longer term, more sophisticated approach to inservice education."[7]

The importance of informed and flexible leadership is stressed in the following excerpt:

> "Reform in education is an elusive goal that can't be bought. Its priorities must change with the times, yet reform will be rejected if the boat rocks too much. Ultimately, educational change depends on who is leading it. These are some of the conclusions from the Ford Foundation's $30 million, ten year effort to improve education through its Comprehensive School Improvement Program (CSIP). Because the program laid the groundwork for much of the innovative push of federal programs, its evaluation is likely to have a ripple effect both on programs and on funding....

---

[7]Thomas E. Gatewood, "Inservice Education for Principals," Elementary Principals Service: Operational Briefing. New London, Connecticut: Croft Educational Services, November, 1972, p. 1.

> ...CSIP began when the 'nation still had enormous faith in its schools and their ability to change,' and believed that more money, more buildings and more teachers could produce change, a foundation spokesman said.....
>
> The thread that runs through the successes and failures of CSIP is leadership. The projects depended on the caliber of the individual leaders, not the governing body, and the worst problem for CSIP was the high turnover rate of project directors."[8]

The process of individualizing continuing education is appropriate to all forms of inservice education. According to Jung[9] the five major types of inservice education pertain to--

--Learning new curriculum.

--Using new technology.

--Developing organizational improvement. "New patterns of working together in the schools, and in varied settings in the community where excellent learning experiences could be provided, call for special kinds of inservice training. Industry has long recognized that changes in organizational roles and structure calls for careful analysis, planning and retraining of personnel. Organizational changes create training needs of a special kind."[10]

--Learning for intercultural needs.

--Learning generic processes such as "being an active learner, interacting with students to support learning, objective analysis and planned change, interpersonal skills, support

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[8]"Key to Educational Reform: Good Leadership," Education USA, November 11, 1972, p. 85.

[9]Charles Jung, "Instructional Systems for Professional Development," Theory Into Practice, Vol. II, p. 277.

[10]Ibid.

for professional growth and organizational improvement, and operating local schools to support the growth of human potential."[11]

The need for continuing education programs for administrators is further examined by the following:

"The principal can be a key agent for change. However, even the best principals as rated by superintendents need a whole new set of skills in order to be effective change agents. Principals themselves recognize this. These skils include such things as:

a. managing decision-making;

b. implementing scientific problem-solving procedures;

c. becoming aware of a great variety of resources which can be bought to bear on such problem-solving;

d. becoming more discriminating in selecting such resources;

e. developing the skills to deal with the conflict built in the middle management role."[12]

"The principal as a change agent in effect becomes a 'rate buster.' That is, he differs from his fellow principals by setting higher goals for himself and his school. In so doing, he often alienates himself from his regular peers to some degree. (Learning or collegial teams of principals give him a new set of peers to whom he can relate and from whom he can gain acceptance and reward.) Some such mechanism, except for the rare individual, may be necessary before principals, in general, really attempt to become change agents."[13]

"There are some identifiable stages through which principals and teachers pass as they become involved in change. Initially, they say, 'what do you want me to do?' Then

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[11] Ibid.

[12] Mary M. Bentzen, "Study of Educational Change and School Improvement," I/D/E/A Reporter, Fall Quarter 1969, p.9.

[13] Ibid.

they search out less significant (and non-threatening) changes to make (e.g., regrouping children, changing textbooks). Finally, they turn to more significant questions about their own behavior, about the purposes of education, about total reorganization of the school, and so forth."[14]

The formation of learning teams of administrators is an effective strategy for the improvement of schools. "Some of its effects seem to be:

a. providing a source of peer support for administrators;

b. causing administrators to look outside of their school systems for ideas (cosmopolitanism);

c. providing a new resource for administrators to use as they look for answers;

d. legitimization of the efforts of administrators dedicated to the continuous process of actually engaging in rational and substantive school improvement projects."[15]

The too often used process of "telling administrators and other educators about improved educational practices under the assumption the practice will actually occur, is relatively ineffective. They have to get involved and search for themselves."[16]

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[14] Ibid.

[15] Ibid.

[16] Ibid.

APPENDIX B

HOW OTHERS HAVE DONE IT -- CHARACTERISTICS AND EXAMPLES OF PROVEN ICE PROGRAMS

CHARACTERISTICS OF QUALITY ICE PROGRAMS

A summary of characteristics of a number of existing individualized continuing education (ICE) programs follows. Each characteristic should be carefully considered to determine the degree to which each is relevant to your program. Such program characteristics are useful in describing the scope and operational purposes of a district's program and also in isolating conditions necessary to initiate and sustain a program.

A. Purpose of the School District's ICE Program. The program:

1. Offers administrators continuous self-renewal opportunities based on the concept of individualized education.

2. Provides administrators with opportunity to participate continuously.

3. Recognizes that planned school improvements designed by administrators should result.

4. Recognizes that the more effective school improvements are a result of a designed action rather than reaction to a crisis.

5. Provides opportunities for talents to emerge.

6. Supports self-evaluation.

7. Provides opportunities to share new ideas and programs.

B. Design of the ICE Program

1. ICE participants are grouped into learning teams of from five to twelve members.

2. ICE participating administrators remain on the job, but, as appropriate, periodically time is provided so teams can meet during the working day.

3. The program is flexible and geared to the special needs of individual participants.

4. The program assists each participating administrator to determine his individual and school needs as a basis for developing an individualized growth program.

5. Each participant designs an individualized growth program.

6. Status is provided for participants.

7. Time for planning the district's program is provided. There may be false starts or mistakes; such are anticipated.

8. The program considers current and future educational and societal changes anticipated to influence the roles of administrators in that district.

9. Learning team or group meetings are planned for the purpose of:

   a. Fostering group support for the growth programs of individuals.

   b. Developing learning team esprit de corps.

   c. Acquiring new knowledge and skills representing common team needs.

   d. Sharing project results with colleagues.

10. Consultants serve as resource persons to the group and individual members rather than as presenters of information.

C. ICE Local Program Leadership

1. The superintendent or another key official provides the necessary leadership or designates another administrator to provide such services.

2. Educators to be affected by the program are involved

in conceiving and operating the program.

3. The superintendent and other key officials display a commitment to the program.

   a. To the extent possible the superintendent is involved in the development of the program.

   b. He recognizes that much of the ongoing success of a school district rests on the effectiveness of a continuous leadership development program.

4. The superintendent and key members of his staff provide genuine and constant reinforcement for participants.

D. Support Services for ICE Program.

1. Each participant has access to human resources, both inside and outside the district.

2. The district provides financial support for the program.

3. To continuously improve the endeavors, evaluation of individual programming and the district's program is planned.

The characteristics listed above and any additional ones the reader adds might be considered as general goals for the district's program. As a next step, the planning team might attempt to visualize and list the activities which would occur if each selected characteristic was being achieved. Thus, they identify goal indicators. Goal indicators represent events which suggest a goal is being achieved. This type of question is important: What specific types of activities might be occurring for each characteristic of the district's program? All responses will be helpful in determining precise objectives.

EXAMPLES OF ICE PROGRAM GOALS AND OBJECTIVES

A portion of the Performance Achievement Record (see pages 17-21) developed by the ICE team of the Ocean View School District, Huntington Beach, California, to describe their 1973 ICE program follows:

Goals and Objectives	Evidence the team accepts toward achievement of objectives
Goal I--Establish ICE team member collegial climate of open communication and personal reinforcement.	
Objective 1--Each team meeting will have a minimum of 50% of the time directed toward informal, no-agenda sharing.	Summary notes of meeting with secretary's notation of events.
Objective 2--Each team member will host a minimum of one team meeting per year at his school.	Individual feedback at ICE team meetings.
Objective 3--The ICE team will participate in a minimum of two half-day workshops designed to improve the collegial relationships.	Establishment of a calendar with date and location of workshops along with identified agenda.
Objective 4--The ICE team will meet as a group a minimum of twice per month for at least one and a half hours per meeting.	Summary of meeting and times to be maintained by the team secretary.
Goal II--Establish ICE team group needs and methods/means for solution strategies.	
Objective 1--ICE team will establish a priority list of team needs using the Delphi method.	Delphi outcomes.

Goals and Objectives	Evidences
Objective 2--The five highest priority items will be established as the ICE team's major focus.	The five priorities will be listed by the secretary in the permanent minutes.
Objective 3--Identification of specific programs focusing on eliminating the discrepancies between priority needs and their satisfaction will be established.	A list of appropriate programs will be listed under each identified priority.
Objective 4--A minimum of six workshop programs will be instituted during the year.	A calendar of workshop dates will be established. Following the programs, a brief summary and evaluation will be made a part of the permanent minutes.
Objective 5--Members of the ICE team will participate in conferences and workshops appropriate to the identified team needs.	Each meeting will include a discussion of possible conferences and consensus agreement of participants.
Goal III--Establish and implement personal growth plans for each ICE team member with evaluation procedures.	
Objective 1--Each ICE team will identify one priority area of focus for personal development.	Submitted to program coordinator.
Objective 2--Each ICE team member will establish a personal growth plan using the Self-Performance Achievement Record (SPAR) and the Ocean View ICE Personnel Planning document.	Submission of completed document to program coordinator.

Goals and Objectives	Evidences
Objective 3--The ICE team will establish a team monitoring evaluation procedure for each team member.	Established procedures and personnel involved recorded in the permanent minutes.
Objective 4--Phase I Personal Growth Plans will reflect projects in process to be completed during the 1972-1973 school year. Phase II Plans will be developed and implemented by June 30, 1973.	Submission of Phase II plans to program coordinator.
Goal IV--Establish ICE team members as satellites for dissemination of information in areas of their expertise to other administrators in the school district.	
Goal V--Establish Management Laboratory file of needs assessment tools and solution strategies for use by total district administrative staff.	
Objective 1--Assess internal and external sources of needs assessment tools.	List of instruments provided team members.
Objective 2--Gather needs assessment tools for each project objective.	File of needs assessment materials.

The following goals and objectives are from a number of Performance Achievement Records (see pages 17-21) developed by school districts for their ICE programs. The examples follow:

--Establish a "library" of books and periodicals for use by individual members with an inventory of available materials made each three months.

--Acquire specific knowledge in one or two curriculum areas and report new and innovative ideas at scheduled meetings.

--Develop a plan to assess school climate at each level of responsibility and share results at scheduled meetings.

--Become familiar with various instruments and communication skills and provide for one or more in a planned ICE project. These instruments will be presented at regularly scheduled team meetings.

--Improve the climate between secondary and elementary administrators with students, teachers, and community.

--Broaden awareness and effectiveness of participants in the use of skills and processes for opening communication, problem solving, shared decision making, and accountability.

--Provide opportunities for participants to expand repertoire of management and organizational skills.

--Provide for participants to plan needed school improvements.

--Provide opportunities for participants to respond to a leadership behavior questionnaire.

--Provide opportunities through series of workshops for administrators to increase planning and goal setting skills.

--Increase skills in human relations.

--Expand management and organizational skills.

--Create an atmosphere to enhance utilization of open communication processes.

--Explore ways to more effectively involve students, staff and parents in problem solving and making decisions.

--Increase skills in needs assessment, developing goals, objectives, and instructional priorities.

--Provide participants with opportunities to update knowledge of innovative concepts and trends in education.

--Help participants develop plans to implement specific improvement projects for their schools or areas of responsibility.

--Provide participants with opportunities to develop new skills, attitudes, and knowledge deemed important by the participants themselves.

--Assist in developing mission statements, goals, and objectives relating to personal administrative needs.

--Assist administrators in developing action plans to accomplish their goals and objectives.

--Establish processes where each participants can use the ICE approach with his staff.

--Encourage each participant to share ICE experiences with at least one other administrator not involved in the program as well as with program participants.

POTENTIAL ICE PARTICIPANTS

School district based individualized continuing education programs are applicable to all categories of educational leaders. And, in fact, educational leaders in the following categories have participated in such programs:

--Elementary school principals

--Secondary school principals

--Superintendents

--Assistant principals

--Teachers

--Assistant superintendents

--School district based educators who direct, supervise, or coordinate departments such as special education, guidance and counseling, elementary education, curriculum, secondary education, personnel, business affairs, instructional services, foreign language, physical education,

social science, mathematics, science, etc.

--Elementary and secondary school principals within a geographical area of a school district

--Total administrative staffs of, for example, three secondary schools

--Principals and school district level administrators

Often learning teams include a variety of administrators because the mix is interested in a particular topic or theme such as the improvement of the school's climate. Such a climate improvement team exists in Escondido, California, and includes elementary and secondary school principals, an assistant superintendent as the team leader, and superintendent. Operating teams without a unifying theme generally include educators in similar jobs, such as principals.

Because the concept of individualizing inservice education represents a process directly linking self and school improvement, the concepts are applicable to all educational personnel, including teachers. At least two existing projects involve teachers.

ROLE OF THE ICE PROGRAM COORDINATOR

Because the CFK Ltd. Occasional Paper on Administrator Renewal: The Leadership Role in Collegial Team Development, by Vivian Geddes (see Appendix C), describes leadership roles and services of ICE program coordinators, this section will briefly consider this important factor. Also, pages 4-5 of this paper provide role information and list the types of administrators currently providing leadership for such programs in some forty-five participating school systems.

In developing and operating an effective individualized continuing education program for school administrators, ideally the superintendent or another key official needs to accept leadership responsibilities for the program or designate another administrator to assume these duties. For example, in Seattle, Washington, Superintendent Forbes Bottomly asked Richard West, a high school principal, to provide the enabling leadership for the development and operation of the ICE program for senior high school principals. In the Alvord Unified School District, Riverside, California, M. Delbert Lobb, Superintendent, has provided

the leadership for the program. Both approaches are effective.

Thus, some districts presently conducting ICE programs select a peer leader from among the group of potential participants (i.e., principal, assistant superintendent, etc). Others assign this role as a vital aspect of the job of one or more of the educators on the central school district staff (i.e., assistant superintendent, director of staff development, etc.). Thirdly, some districts use the co-leadership idea. In such a situation leadership responsibilities are shared, for instance, by a principal and an educator at the administration building. For example, in the San Juan Unified School District, Carmichael, California, the initial program coordination was assumed by the Assistant Superintendent for Personnel, Leslie Chase, and a high school principal, George White.

Because ICE teams of administrators are relatively small, in larger districts it is often necessary to have a number of such teams operating simultaneously and somewhat independently. While the teams may have different foci, they often meet together for major events such as workshops and the sharing of project results. A good example is the Seattle, Washington, School District. In this instance, Charles Hough, Director of District Relations, provides overall leadership for the entire program and works with the leaders of the various teams. Each team has its own coordinator.

The program coordinator must be able to assist each individual in developing his individualized continuing education program. For example, many participants wish to concentrate on their own personal skills and leadership roles, while others believe it is more productive to concentrate on precise school improvement projects and relate their inservice education needs to the achievement of such projects.

Finally, the coordinator must be willing to join the team as a participating learner-colleague and develop his own ICE program.

In regard to leadership services, the following list summarizes responsibilities presently being provided by coordinators.

--Organizational specialist - Defines roles and encourages

the setting of dates for accomplishing objectives.

--Development specialist - Assists individuals or the group in utilizing information as a basis for decision making.

--Conceptualizer - From ideas supplied by participants, builds an overall program design, and obtains team assistance in modifying the program as needs change.

--Evaluation specialist - Suggests evaluation procedures for assessing group and individual progress in terms of program and individual objectives.

--Expediter - Speeds progress by reminding participants of agreed-upon obligations.

--Fund manager - Approves expenditures and issues periodic financial reports.

--Diagnostician-Prescriber - Analyzes program progress, locates impediments to progress, and proposes procedures to improve program efficiency.

--Politician - Facilitates program progress by analyzing the district's power structure; wins program support.

--Disciplinarian - Identifies individuals blocking progress and works with them.

--Communication facilitator - Assists participants to communicate with one another effectively by reflecting their feelings and opinions, summarizes team discussions, asks questions to stimulate group inquiry, and spotlights areas of concern and disagreement. He also facilitates communication between outsiders and participants.

--Resource person - Suggests human and material resources to assist participants in accomplishing objectives.

--Idea man - Stimulates creative thinking of participants through brainstorming or inviting creative input.

--Time and space facilitator - Obtains concensus from participants regarding time and place for group activities.

THE ROLE OF THE SUPERINTENDENT

The superintendent's role includes continuous understanding of the program and total commitment through continuous positive reinforcement. He is the program's guidance counselor. He and his key associates serve as facilitators by allocating necessary supportive resources. This role becomes increasingly important as the participant's initial enthusiasm inevitably wears off. Furthermore, a danger exists that as the participant's role and leadership begins to improve and change, others feel threatened. Ideally, the superintendent and his key associates join the continuing education program as participants.

THE ROLE OF ICE PARTICIPATING ADMINISTRATORS

The participant's role involves three aspects. First, as a member of an ICE learning team, he assists in developing an esprit de corps. As a group member, each participant has an opportunity for discussion of his own programs and to obtain feedback from contemporaries. He also has the responsibility for providing feedback. Second, the participant's role involves active appraisal of and direction for the district's overall ICE program. Third, and of greatest importance, each ICE participant designs and accomplishes an individualized program.

In doing so, each participant:

- Evaluates the changing nature of youth and the course of education in regard to the nation, his district, his school, and his own leadership talents.

- Evaluates his division's or school's needs, and relates these instructional improvement needs to his own leadership strengths and weaknesses.

- Learns to use varied processes to identify his school's or division's and his own strengths, weaknesses, and continuing education needs. He is skilled in taking personal and institutional inventory.

- Becomes a self-renewal expert. He focuses his continuing education needs and designs his personal ICE program.

- Uses consultants from within and without the district to assist in achieving his and his school's goals.

- Effectively employs resources made available for his program.

- Continuously evaluates his progress.

THE ICE COLLEGIAL TEAM

Throughout this paper references have been made to a basic feature of ICE programs, the collegial or learning team of administrators. Some ideas regarding the essential and unique characteristics of such teams have already been presented.

Another paper in this series by Vivian Geddes on administrator renewal (see Appendix C) provides information on such teams and how to move from a group to a collegial team of administrators.

In addition to learning activities ICE administrators develop for their individualized programs, collegial teams also organize learning events invariably regarding topics of common concern related to their individualized programs. Following is a composite summary of team learning activities by topic of the presently participating school systems.

--Communication knowledge and skills (listening, written, oral, how to improve communications within the school).

--Management and leadership knowledge and skills (management by objectives, time management, Delphi procedure, brainstorming process, short and long range planning, shared decision making, needs assessment processes, accountability, professional growth plans, problem solving, small group learning processes, establishing school goals, self-evaluation, needs assessment, evaluation processes, professional growth planning process, staff self-renewal programs, conflict resolution, leadership assessment, ordering of priorities, staff selection by staff, leadership theory and processes, PPBS, decentralization of administration, developing collegial teams for supportive purposes, etc.).

--Instructional improvement knowledge and skills (new curriculum trends and materials, improve extracurricular activities, assessment and knowledge about school climate, open education, individualized education, alternative education, improved teaching-learning strategies, etc.).

--Community involvement and relations knowledge and skills.

--Data collection and analysis skills (development and analysis of surveys such as semantic differential, opinion polls, attitude inventories, check lists, rating scales, critical incidents, case studies, interviews, observation teams, etc.).

In a forthcoming book reporting results of school district ICE programs, Eugene Howard (Superintendent, Urbana, Illinois, Schools), reports that "working systematically on self-improvement and school improvement can be a lonely business unless other administrators are also involved. There is a popular game among school administrators called 'knock the project,' which consists of thinking up as many reasons as possible why a new idea is likely to fall flat on its face. Its purpose is to shape up innovators, to get them back in line so that they no longer threaten their colleagues." Howard lists five reasons why learning teams of colleagues within school systems are important:

--To gain support from colleagues and the school district for one's self and school improvement projects.

--To learn from colleagues and others about self and school improvement ideas that are working and which they might want to adapt.

--To obtain help from colleagues on self assessment processes and results.

--To gain from the involvement the personal satisfaction of being part of a prestige program, recognized by the district as performing an important leadership role.

--To provide unity and direction for a district's administrator renewal program.

In short, an effective collegial team is productive and satisfying.

APPENDIX C

CFK LTD. PUBLICATIONS

OCCASIONAL PAPERS

Aggerbeck, Lawrence J. A Guide to Planning School Improvements. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1974.

Brainard, Edward. Involving Educators: Six Ideas That Work. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.

Fox, Robert S.; Boies, Herbert E.; Brainard, Edward; Fletcher, Edward; Huge, James S.; Logan, Cecelia J.; Maynard, William; Monasmith, James; Olivero, James L.; Schmuck, Richard; Shaheen, Thomas A.; and Stegeman, William H. School Climate Improvement: A Challenge to the School Administrator. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.

Fox, Robert S.; Brainard, Edward; Carnie, George M.; Georgiades, William; Howard, Eugene R.; Kettering, Charles F., II; Olivero, James L. The Principal as the School's Climate Leader: A New Role for the Principalship. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1971.

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OTHER CFK LTD. RELATED PUBLICATIONS

The Gallup Polls of Attitudes Toward Education 1969-1973. Bloomington, Indiana: Phi Delta Kappa, 1973.

Prince, Gerald and Carnie, George M. Toward the Human Element: Beginning Handbook for Change. Volume I, Second Edition. Golden, Colorado: Bell Junior High School, 1973.